

North Loburn School Behaviour Management Plan



This plan has been developed by the staff of North Loburn School as a part of the PBL Schoolwide programme. It defines what we believe are minor / major behaviours, and provides information on how these behaviours are managed at our school.

Privacy: Because of New Zealand's privacy laws we are unable to share information with parents about other students when we are working through any behaviour issues.

Note: The North Loburn School Behaviour Management plan has been designed as a dynamic document that will evolve over time. Staff at North Loburn School will regularly evaluate the plan through discussions that are focussed on the data that is being gathered. This will ensure that the plan we have is fit for purpose.

MINOR PROBLEM BEHAVIOUR

Minor Problem Behaviour	Definition	Examples (if required)
Inappropriate location / out of bounds	Student is in an area that is outside of school boundaries (as defined by the school)	In the back field without permission, over fence, in car park
Abusive or inappropriate language / profanity	Student delivers verbal messages that include swearing, name calling or other offensive words	
Property Misuse	Student uses property inappropriately in a minor way	
Uniform violation	Student wears clothing that does not fit within the uniform guidelines of the school or students wearing clothing that is near, but not within the uniform guidelines for NLS	Wrong coloured hats, coloured thermals that are not school colours. Dyed hair. Jewellery. Nail polish.
Technology violation	Student engages in non-serious but inappropriate use of technology (as defined by our school)	Cell phone use during school time, computers being used without permission / supervision
Lying / Cheating	Student delivers a message that is untrue and / or deliberately violates school rules	
Lateness to class	Student arrives at class after the bell	Hanging around drinking fountains, staying on playground
Physical contact / physical aggression	Student engages in non-serious but inappropriate bodily contact.	Pushing, tripping
Inappropriate language	Student engages in low-intensity instance of rude or insulting language	
Fighting	Student participates in an incident involving relatively minor physical violence.	
Skipping class	Student leaves or misses class without permission	Not coming back from the bell, using toilets as a way of skipping class,
Disruption	Student engages in low-intensity but inappropriate disturbance	

Disrespect	Student briefly or in a minor way uses words and / or a tone of voice that undermines others	
Defiance / non-compliance	Student fails briefly or in a minor way to respond to adult requests	
Other	Student engages in any other minor problem behaviour that does not fall within the above categories	

MAJOR PROBLEM BEHAVIOUR

Major Problem Behaviour	Definition	Examples (if required)
Inappropriate display of affection	Student engages in inappropriate, consensual (as defined by our school) verbal and / or physical gestures or contact of a sexual nature with another student	
Theft / Forgery	Student is in possession of someone else's property, has passed it on or is responsible for moving it, or has signed a person's name without that person's permission	
Inappropriate location / out of bounds	Student is in an area that is outside of school boundaries (as defined by the school)	Leaving the school grounds
Abusive or inappropriate language / profanity	Student delivers verbal messages that include swearing, name calling or other offensive words that are deliberately aimed at someone else	
Use / possession of alcohol	Student has or uses alcohol at school	
Use / possession of minor combustibles	Student has or uses substances or objects capable of causing minor bodily harm and / or property damage	Matches, lighters, fireworks
Technology violation	Student engages in seriously inappropriate (as defined by our school) use of technology	Inappropriate use of cellphone, cameras, viewing inappropriate websites
Physical aggression	Student engages in actions involving physical contact where injury may occur	Hitting, punching, hitting with an object, kicking

Harassment / Bullying	<p>Student delivers disrespectful messages, sustained or intense verbal attacks, threats, unwanted physical contact, or intimidation to another person based on race, religion, gender, age, national or ethnic origin, disabilities or other personal matters</p> <p>Notes: At North Loburn School we define bullying as being repetitive and targeted at one person / group of people</p>	Negative comments, notes, posts, pictures, gestures
Serious assault	Student participates in an incident involving serious physical violence.	
Defiance / disrespect / insubordination / non compliance	Student refuses to follow directions, talks back, and / or is socially rude interactions	
Lateness to class	Student is late (as defined by our school) to class or the start of school day repeatedly	Continually late for school, deliberately and repeatedly late back to class
Truancy	Repeated unexplained absences	
Property damage / vandalism	Student participates in an activity that results in destroying or disfiguring property	Tagging, willful damage of property
Disruption	Student causes an interruption in a class or activity.	Sustained loud talk, yelling, or screaming; noise with materials; horseplay or rough-housing; sustained out of seat behaviour
Other	Student engages in any other major problem behaviour that does not fall within the above categories	

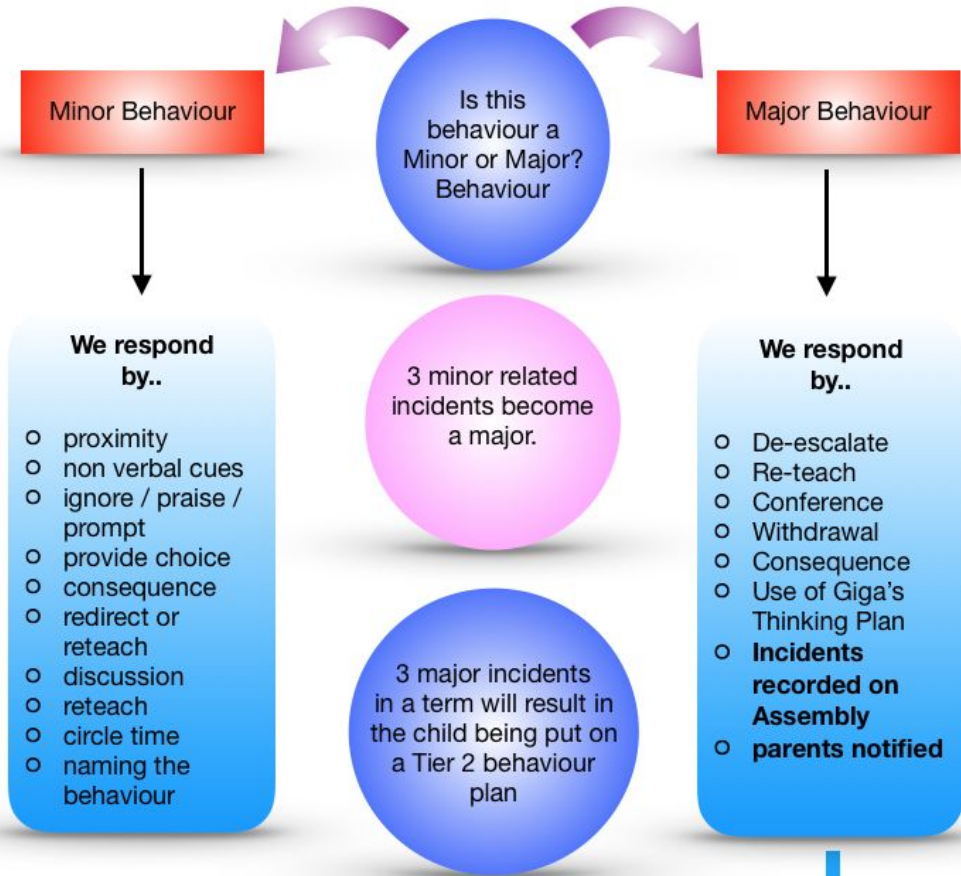
CRISIS PROBLEM BEHAVIOUR

Crisis Problem Behaviour	Definition	Examples (if required)
Bomb threat / False alarm	Student delivers a message about possible explosive materials being on or near the school grounds and / or about a pending explosion	
Use / possession of tobacco	Student has or uses tobacco	
Use / possession of major combustibles	Student has or uses substances or objects capable of causing major bodily harm and / or property damage	petrol
Use / possession of drugs	Student has or uses illegal drugs or substances or imitations of them	
Use / possession of alcohol	Student has or uses alcohol at school	
Use / possession of weapons	Student has or uses weapons or other objects readily capable of causing bodily harm	Knives, guns
Arson	Student plans / participates in malicious burning of property	
Displaying gang affiliation	Student uses gestures, dress and or / speech to display affiliation with a gang	

North Loburn School Minor / Major Behaviour Flowchart



At North Loburn School we manage behaviours positively by proximity, explicit teaching of our school PRIDE values, reinforcing the behaviours through our Cool Kids Caravan and taking time to talk with our students.



1st incident
Teacher to respond, parents notified, GIGA thinking plan completed and shared with the Principal.

2nd Incident
Giga's thinking plan then to be completed by the student during a withdrawal in their time alongside the Principal.
The Thinking plan will be sent home for parents to read, discuss and then return signed. (A copy of the Tier 2 plan is shared to inform parents of next level.

3rd Incident
Parents to be notified and a meeting set up to discuss the incident.
Giga's thinking plan completed with the family.

Note:
To ascertain whether 3 minor incidents have occurred, 5 minutes at each admin meeting will be used for staff to share what they have seen on duty.

North Loburn School Behaviour Model

Defining the stages of Major Behaviours



1st Incident:

Students who have their 1st Major Behaviour Incident will meet with the appropriate teacher to discuss the incident.

A Giga' Thinking Plan will be completed, a restorative discussion will take place and an appropriate consequence put in place.

The Thinking Plan will be shared with the principal.

The student's parents will be notified and the incident recorded on ASSEMBLY.

2nd Incident (in a term)

Students who have their 2nd Major Behaviour Incident will meet with the appropriate teacher to discuss the incident in the first instance.

The student will then be withdrawn during their own time to work alongside the principal to complete a Giga Thinking Plan and have a restorative discussion.

An appropriate consequence will be decided on.

The Thinking Plan will be sent home for parents to read, discuss and for them to note how they intend to support their child in modifying the behaviour.

The incident recorded on ASSEMBLY and a copy of the TIER 2 Behaviour Plan sent home to parents to notify them of the next step.

3rd Incident (in a term)

Students who have their 3rd Major Behaviour Incident will meet with the appropriate teacher to discuss the incident in the first instance.

The student's parent will be immediately notified and a group meeting set up.

The group meeting will involve the student, parents, teacher and the principal.

A GIGA Thinking Plan will be completed during this meeting.

The student will be placed on a Tier 2 Behaviour Plan

The incident recorded on ASSEMBLY.

If moving onto a Tier 2 Behaviour Plan shows no change in behaviour formal consequences may then be applied.

Consequences Associated with Major Behaviours

Examples include...

- Restricted Play (24 hour cycle)
- Restricted Learning
- Morning tea withdrawal
- Lunchtime withdrawal
- Students to have separate play times to their peers

If a child who has been placed on a Tier 2 plan shows no change in behaviour then the following will apply:

RTLB / MoE referrals will be made and a tailored Tier 2 plan developed.

If after this intervention no change in behaviour as occurred then formal consequences may apply

Formal consequences will include:

- within school withdrawal (full days)
- Stand down
- Suspension
- Exclusion

Tier 2 Behaviour Plan at North Loburn



The following guidelines apply to the use of a Tier 2 behaviour plan for any child at North Loburn School.

- The Tier 2 plan is sent home with the child when a second major incident is recorded in one term. This is simply to provide the parents with information showing the next step should another major indiscretion occur
- The Tier 2 plan is activated once a child has their third major incident in a term
- Any Tier 2 plan will be put in place for a 2 week period
- In order to get off the Tier 2 plan, a child must not have any red incidents recorded during that period
- Teachers are able to negotiate around the other colours
- Any crisis incident automatically becomes a Tier 2 plan



Tier 2 - BEHAVIOUR MANAGEMENT PLAN	
<p>Class teachers: _____</p> <p>RTLB: _____</p> <p>Other key adults: _____</p>	<p>Name: _____</p> <p>Students get a say in:</p> <ul style="list-style-type: none"> • The signal that they're going to timeout • What timeout is called • Where Timeout is located • How they answer the Big 4: cartoon, written, and, etc...
<p>This is the side you customise to your context / student – Behaviours must be observable & measurable</p>	
<p>Acting Out (lost the plot):</p> <ul style="list-style-type: none"> • Continual swearing at students and teachers • Hitting and kicking • Unable to have a conversation • Throwing large items around the space 	<p>Intervention:</p> <ul style="list-style-type: none"> • Remove the other students from the room – follow school emergency plan • Senior Management will be called • Caregiver may be called • Police will be rung
<p>Agitated (fairly wound up):</p> <ul style="list-style-type: none"> • Refuse to do work • Folded arms • Refuses to communicate • May hit or push others • Throwing things • Swearing • ADD YOUR OWN... 	<p>Direction:</p> <ul style="list-style-type: none"> • "I can see that you are _____, you now NEED to take a break" - 10 minutes on the seats by classroom (or any pre-determined space) • Give Student two minutes to make a good decision to leave the room • After a timeout – Student must check in with an adult* before he re-enters
<p>Unsettled (starting to lose it):</p> <ul style="list-style-type: none"> • Arguing with others • Stopped listening to teacher • Looks grumpy/unhappy • Not able to stay in seat • Not entering the space on time / wandering • ADD YOUR OWN... 	<p>Supportive:</p> <ul style="list-style-type: none"> • "I can see that you are _____, are you ok or do you need to take a break?" • Student can sit in seats next to class (or any pre-determined space) for 10 minutes • After a timeout – Student must check in with an adult* before he re-enters
<p>Perfect (for this student):</p> <ul style="list-style-type: none"> • Getting work done • Talking to others about school work • Playing with other children • Asking for help when needed • ADD YOUR OWN... 	<ul style="list-style-type: none"> • Normal teaching • Catch being good – use positive behaviour specific praise • Reinforce expected behaviour with 'choice' rewards – rewards should be available once or twice daily
<p>• If Student says "yellow"(or any word/signal the student and teacher can agree on), it means he is going to take a timeout.</p> <p>• If Student is told to take a timeout – it will last for 10 minutes (use at timer). The time can't start until the student is in the right place sitting quietly. Before he comes back to class, he needs to answer the following questions: <i>What went wrong for you? Who has been impacted? What could you have done instead? What do you need to do to fix it?</i> – If questions can't be answered, reset the timer.</p> <p>• The adult who asks the questions must be the one who directed the student to timeout (Don't focus on attitude or tone of voice – the key is answering the questions...)</p> <p><small>It is critical to keep data on the timeouts – record: time sent to timeout, time spent in timeout and own choice or directed...</small></p>	

Tier 2 - BEHAVIOUR MANAGEMENT PLAN

Class teachers:

RTLB:

Other key adults:

Name:

Students get a say on:

- The signal that they're going to timeout
- What timeout is called
- Where Timeout is located
- How they answer the Big 4: cartoon, written, oral, etc...

This is the side you customise to your context / student – Behaviours must be observable & measurable

Acting Out (lost the plot):

- Continual swearing at students and teachers
- Hitting and kicking
- Unable to have a conversation
- Throwing large items around the space

Agitated (fairly wound up):

- Refuse to do work
- Folded arms
- Refuses to communicate
- May hit or push others
- Throwing things
- Swearing
- **ADD YOUR OWN...**

Unsettled (starting to lose it):

- Arguing with others
- Stopped listening to teacher
- Looks grumpy/unhappy
- Not able to stay in seat
- Not entering the space on time / wandering
- **ADD YOUR OWN...**

Perfect (for this student):

- Getting work done
- Talking to others about school work
- Playing with other children
- Asking for help when needed
- **ADD YOUR OWN...**

These are the strategies that must be followed!

Intervention:

- Remove the other students from the room – follow school emergency plan
- Senior Management will be called
- Caregiver may be called
- Police will be rung

Direction:

- "I can see that you are _____, you now **NEED** to take a break" - 10 minutes on the seats by classroom (or any pre-determined space)
- Give Student two minutes to make a good decision to leave the room
- After a timeout – Student must check in with an adult* before he re-enters

Supportive:

- "I can see that you are _____, are you ok or do you need to take a break?"
- Student can sit in seats next to class (or any pre-determined space) for 10 minutes
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- Normal teaching
- Catch being good – use positive behaviour specific praise
- Reinforce expected behaviour with 'choice' rewards – rewards should be available once or twice daily

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- The adult who asks the questions must be the one who directed the student to timeout (**Don't focus on attitude or tone of voice – the key is answering the questions...**)

It is critical to keep data on the timeouts – record: time sent to timeout, time spent in timeout and own choice or directed...

GIGA'S THINKING PLAN



Student's Name: _____

Date: _____

Teacher's Name: _____

What did I do?

What was I thinking?

What is one thing I will look to do next time?

Who was affected by my actions?



What will help me to do this?

What support do I need from the teacher to help me keep to my plan?



What action do I need to do to put things right with those who I have affected?



Student Sign.....

Teacher Sign

Parent Sign

<p>GIGA'S THINKING PLAN</p>  <p>Taking Responsibility for our Behaviour</p>		<p>Perseverance Respect Integrity Diversity Excellence</p>
<p>To the wrong doer</p> <p>We're here to talk about what happened.</p> <p>What were you thinking at the time?</p> <p>What have you thought about since?</p> <p>Who do you think has been affected by what you did?</p> <p>In what way?</p> <p>What do you need to do to make things right?</p> <p>How can we make sure this doesn't happen again</p>	<p>To the victim</p> <p>What did you think when it happened?</p> <p>What have you thought about since?</p> <p>How has it affected you?</p> <p>What's been the worst of it?</p> <p>What is needed to make things right?</p> <p>How can we make sure this doesn't happen again?</p>	<p>When stuck</p> <p>Was it the right thing or wrong thing to do?</p> <p>Was it fair or unfair?</p> <p>What exactly are you sorry for?</p> <p>You didn't answer my question</p>